

Essential Question

How do we use literature and informational texts to learn about the world?

The Great Big World

In this fifth six-week unit of Kindergarten, students compare and contrast fairy tales while focusing on the difference a setting can make in the creation of a story.

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>RL.K.3: With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RF.K.1(d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>RF.K.1(C): Understand that words are separated by spaces in print</p> <p>RF.K.2 (b): Count, pronounce, blend, and segment syllables in spoken words.</p> <p>RF.K.2 (C): Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.2(d): Isolate and pronounce and initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>RF.K.2(e): Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RF.K.3(a): Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>RF.K.3(b): Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>RF.K.3(c): Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.3(d): Distinguish between similarly spelled words by identifying the sounds of the</p>	<p>Using the SMART Board to create a map of your school.</p> <p>As a class label the parts of the map.</p> <p>Create a big book using maps of the school. Starts with a map of the school campus then create each section of the school, for example a map of the library, map of the cafeteria, map of playground....</p> <p>Create a passport and a begin a travel journal for the whole unit.</p> <p>Guess where Dr. Guess is? (A interdistrict mapping activity; similar to Flat Stanley)</p>

<p>letters that differ.</p> <p>RF. K.4 Read emergent-reader texts with purpose and understanding.</p>	
Reading Standards for Informational Text	
<p>Text Types and Purposes</p> <p>W.K.6: With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.K.8: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Compare and Contrast (including the setting of the continents) "Arrow of the Sun" and "Rain Player"</p> <p>Create an anchor chart for each continent studied.</p> <p>Add entries to your travel journal.</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration</p>	<p>Make a list of pro's and con's about being invisible</p> <p>Teacher models the process to publish a piece of writing.</p> <p>Create an anchor chart on Australia</p> <p>Discuss emotions dealt with within the story, <u>Koala Lou</u>. Have them write in journals about whether they have a connection with the story. (text to self connections)</p> <p>Sequence the story <u>One Fine Day</u>.</p>
Language Standards	
<p>L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.K.2(d): Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	